

Programme 95.†

L₂

(January to March, 1923.
May to July, 1923, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET).

FORM II. (A and B).

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text must be read and narrated without comment.

A & B For Bible passages see *Sunday School Lessons*, by Dr. Paterson Smyth (A.P.C.K., Vol. III., P.N.E.U. Office, 1/6): (a) *Joshua and Judges*, Part I., Lessons 9, 10; Part II., Lessons 1-6, (b) *St. Mark's Gospel*, Lessons 9-16. Teacher to read Lesson (from Paterson Smyth) to bring the passage home to the children, adding comments if necessary. Children may use (c) S.P.C.K. *Bible Atlas* (1/3).

Sunday Reading (optional): *How to Use the Prayer Book*, by Mrs. Romanes (Longmans, 2/-). *Joan of Arc*, by Mark Twain (Chatto & Windus, 6/-). *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). (e) *Helps to the Study of the Bible* (Oxford Press, 2/-).

Sunday occupations: The Century Books. Mottoes and texts written in beautiful lettering (see "Bridges.")

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1½d. each). *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-). *The Winchester Hymn Supplement* (Warren, Tunes 6d., Words 4d.).

† The 95th term of work set since the Parents' Union School began.

Writing.

A & B *A New Handwriting* (very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card): practise card 3, Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *Henry V*. Two perfectly-written lines every day.

Dictation.

A & B Two pages at a time to be prepared carefully: then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (written or oral. Narration daily after each lesson).

A Stories from work set in (a) Citizenship and Reading, or, (b) events of the day, etc. Write invitations and answers to invitations.
B Stories from reading. Children in B who cannot write easily may narrate part.
Write for the P.U.S.A. Magazine (c/o Miss N. Pott, P.N.E.U. Office, 2/6 a year).

English Grammar.

Parse and point out Subjects, Verbs, Objects.
A *Meiklejohn's Short English Grammar* (2/-), pp. 65-79; 141-151.
B *Short English Grammar*,* pp. 10-18, teacher adding exercises.

English History.

A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), pp. 201-244 (1307-1445).
A Scott's *Tales of a Grandfather* (University Press, 2/9), pp. 106-144.

French History.

A *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 81-123, to be contemporary with English History, Evans' *Political War Map of Europe, Asia, Africa** (4d.).
B *Stories from French History*, by E. C. Price (Harrap, 5/-), pp. 67-95 (or work with H. A.).

General History.

A *The British Museum for Children*,* by Frances Epps (P.N.E.U. Office, 3/6), chapter 1. Teacher study preface. Keep a book of Centuries (P.N.E.U. Office, 2/3), putting in illustrations from all the history studied during the term. *The Ancient World*,* by A. Malet (Hodder & Stoughton, 5/-), pp. 102-154.

Citizenship.

A North's *Plutarch's Lives: Alexander* (first half), (Blackie, 1/-). Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 161-190.
B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 115-159.

Geography.

A The *Ambleside Geography Books*, Book III,* (4/-), pp. 241-276. Map questions to be answered from map in Geography Book and then from memory before each lesson.
B Book III,* pp. 1-26.
A & B *Round the Empire*,* by Sir George Parkin (Cassell, 3/-), pp. 244-271. *Our Sea Power*,* by H. W. Household (Macmillan, 2/-), pp. 94-116. Philips' *Atlas of Comparative Geography* (new edition, 3/6). All Geography to be learnt with map. Children to make memory maps; see also tests under Scouting. Teacher may find *Outdoor Geography*, by H. Hatch (Blackie, 3/-) useful.

Natural History, etc.

A & B *The Sciences*,* by E. S. Holden (Ginn & Co., 4/-), pp. 73-109 (children should make the experiments where possible). Keep a Nature Note-book (P.N.E.U. Office, 6d., and see *Home Education*). Make special studies for January to March with drawings and notes (twigs, seedlings, etc.): *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be used. Tests under P.U.S. Scouting (June P.R., 1920), or "Guiding."
A *Life and Her Children*,* by Arabella Buckley (Macmillan, 6/-), pp. 103-134.
B *Life and Her Children*,* pp. 1-32.

Picture Study.

A & B Reproductions* of six pictures by Raphael (P.N.E.U. Office, 2/-). Teachers see notes in the January *Parents' Review*, 1923.

Arithmetic.

Teacher should use *The Teaching of Mathematics*, by L. Stephens (P.N.E.U. Office, 6d.).
A *A New Junior Arithmetic*,* by Bompas Smith (Methuen, 4/-), pp. 97-110. Much care with tables and rapid oral work.
B *A New Junior Arithmetic*,* pp. 14-25, 39-40 (additional examples), or continue.
Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Practical Geometry.

A *Lessons in Experimental and Practical Geometry*,* by Hall and Stevens (Macmillan, 2/-), pp. 19-32. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Latin.

A Scott and Jones' *First Latin Book* (Blackie, 2/6), pp. 21-43; continuous passages to be followed by narration, or, *Young Beginners' First Latin Book* (Murray, 2/6), pp. 11, 12, 13, 28-31; with corresponding exercises, questions, and vocabularies.

French.

A Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-), Lessons 27-30 inclusive, with grammar and exercises. B Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-), Lessons 7-9 inclusive, with grammar and exercises. A & B *French Songs*, by Violet Partington (Dent, 9d.). Teacher study Siepmann's preface. Teacher read Lesson aloud, translating with the children's help, and children afterwards narrating in French.

Drawing.

A & B Six (a) twigs of trees, (b) studies of animals, that you have been able to watch, in brushdrawing. Studies from objects, following method in, but not copying, *The Art of Drawing*, Album 5 (Philip & Tracey, 1/3). Original brushdrawings from scenes in books set for reading. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 3/-)*: pencil must not be used: see the articles in the January and February P.R.'s, 1923. Join the P.U.S. Portfolio (see P.U.S. Magazine, January, 1923).

Recitations.

A & B Psalm 147, and two suitable passages of about twelve verses each from (a) *Judges*, (b) *St. Mark's Gospel*. Two hymns. A scene from Shakespeare's *Henry V*. Two poems from *A Book of Verse*, edited by Sir Henry Newbolt (Bell, 2/-).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Shakespeare's *Henry V*.* (Blackie; Plaintext Edition, 6d.). A Scott's *Anne of Geierstein** (Dent, 2/-). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 304-332. B *The Heroes of Asgard** (Macmillan, 4/6), pp. 109-162. *The Caged Lion*,* by Charlotte Yonge (Macmillan, 3/-).

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6). See also Programme of Music.

Musical Appreciation.

Programme of Music (Debussy) to be heard: *Parents' Review*, January, 1923. [Questions will be set on this subject.]

Singing.

Two English songs from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). See also Programme of Music. Two French songs. *A Book of French Songs* (treble only, Blackie, 7d. each), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 23-26, inclusive (Curwen & Son, 2/6). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 42, 44 (Curwen, 2/6).

Drill.

Syllabus of Physical Training (H.M. Stationery Office, 1/6), four tables. *Ball Games and Breathing Exercises*, by Alice R. James (Longmans, 1/9). *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmings (Evans, 7/6). Skipping. Ex-Students take House of Education Drills. Teacher would find useful *How to Teach School Dances* (Evans, 4/6).

Work.

Help in house or garden. *Needleweaving*, by Ann Macbeth (Simpson, 9d.). Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-): make four models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) *The Little Girl's (a) Sewing Book, (b) Knitting Book* (R.T.S., 2/- each). Children make a garment (see P.N.E.U. Office, 2d.), may be used. See also tests under P.U.S. Scouting, or "Guiding." Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-).

* In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each child in A and B should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. Recitations.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/- for 4 quires (*not less*); special clipped book post envelopes, one for the two journeys, 4d. for 3. Also the School Badge (silver, 4/6, white metal, 9d.). School Hat Band (2/6), and Ribbon (2/3 a yard). Badges stencilled in washling colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted. For P.U.S. blazers (see *P.R.*, January, 1923.)

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

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FORM II., (A & B).

PUPILS' NAMES.....

Bible Lessons.

I. A & B 1. Give an account of the last talk of Joshua with people of Israel.
2. How was Gideon called to his work? Tell the whole story. What lesson may we learn?
A 3. "This day we perceive that the Lord is among us." When did Phinehas use these words? Tell the whole story.

II. A & B 1. Give an account of our Lord's last supper with His disciples.
2. What events in our Lord's life do we think of on Easter Sunday?
A 3. Describe two occasions when our Lord spoke about children.

Writing.

Write (A), 4, (B), 2 lines of poetry from memory.

Dictation (unprepared).

Shakespeare's *Henry V.*—

A Act I., Scene I., "O! . . . employment."
B Act I., Scene II., "For so work . . . velvet buds."

Composition.

1. A story in prose, or verse (not doggerel), of one of the following,—The Phoenix, Thor, King Réne, Charles the Bold, Henry V.
2. Describe one of the camp scenes at Agincourt (from *Henry V.*).
3. Write a letter inviting a friend to tea, and another of thanks for an expedition to some place of interest, e.g., the Zoological Gardens.

English Grammar.

A 1. Analyse, parsing the words in italics,—

“ *He* used to be a fairy *once*,
A *little* singing fairy ;
He would *not* work, he would not play,
He *only* sat and sang *all* day —
So now he’s a *canary*.”

2. Use, in sentences, the past tense and past participle of the verbs,— hide, behold, lay, spin, lie, slay, eat, wear, swim, sow.

3. Give, in sentences, examples of the five kinds of Predicate and the six kinds of Object.

B 1. Pick out Subjects and Predicates in 1 (above), and parse each word in line 4.

2. Show, in two sentences each, what work is done by an adjective, an adverb, a preposition, a conjunction.

English History.

A & B 1. Write an account of the battle of Crécy.

2. What do you know of two of the following,— James of Douglas, Robert Bruce, John Wycliffe, Chaucer ?

A 3. Describe the rebellion of Wat Tyler.

French History.

A & B 1. Give, shortly, the story of Joan of Arc.

2. What do you know of Etienne Marcel ?

A 3. Write what you know of two of the following,— the Flemings, Du Guesclin, the Gabelle.

General History.

A 1. What is known of the history of the Cave Dwellers ?

2. How were the citizens of Sparta trained ? Describe the life of the people of Athens at the time of her greatness.

Citizenship.

A 1. Write an account of Alexander the Great and Bucephalus.
2. How did Alexander behave when ill towards his physician Philip ?
3. What have you to say about our duty towards foreign countries ?

B 1. Tell how Decius loved his country better than himself.

Geography.

A 1. Give a map of Devonshire, putting in the chief towns and physical features.
2. Describe the Eddystone, the Mendips, Salisbury Plain and Stonehenge.
3. What are the great trade routes of the Empire ? How do we defend them ?
4. Give a short account of Anson’s voyage round the world.

B 1. Where are the great coal-fields ? Describe a coal-pit.
2. Describe Helvellyn and Derwentwater.
3. What do you know about Admiral Hawke ?
4. What is the work of the India Office, the Colonial Office, the Foreign Office ?

Natural History

A 1. Manchester gets its water from Lake Thirlmere. Explain how this is possible.

2. Describe, with a drawing, a periwinkle, a mussel, a limpet, a sea slug.

A & B 3. Describe the leaf-buds of the ash, oak, sycamore, beech, hazel, alder, and the catkins of three trees.

B 1. Can you explain how a steam-engine works ?
2. What do you know about Thread-slime, Infusoria, a Miliolite, a Nummulite ?

Picture Study.

A & B Describe Raphael’s “ St. Paul preaching at Ephesus.”

Arithmetic.

A 1. Write down the values of,— $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{5}$, $\frac{3}{2}$ of £1.

2. If 3 books cost £2 : 9 : 4, but one costs twice as much as each of the other two, find the cost of each.

3. If $\frac{1}{5}$ of a road is mended in 22 weeks (of 6 days), what fraction is done in one day ?

B 1. Draw a plan of a room 35×30 ft. (10 ft. to one inch). Find the area.

2. Find the cost of 81 articles at £3 : 14 : 7½ each.
3. If 2 boys have 36 books, but of these one has twice as many as the other, how many has each boy ?

Practical Geometry.

A 1. Define and make figures of the following angles,— acute, obtuse, vertically opposite,

2. With ruler and compasses make an angle equal to a given angle.

Latin

A 1. Write the Present Tense Indicative of *sum*, *porto*, *habeo*.

2. Translate § 39, page 22 ; § 46 A, page 82 (Scott & Jones), or,

1. Compare,— *pulcher*, *similis*, *bonus*.
2. Translate into English pages 108 A, 1-6 ; 114 A, 1-6 ; and into Latin pages 110 A, 1-6 ; 113 A, 1-6 (Smith).

French.

A 1. Describe, in French, picture 27, page 107.
2. Narrate, in French, “ L’ Eclipse de Lune.”

3. Work exercise 4, page 182.

B 1. Describe, in French, picture 7 on page 27.
2. Make sentences, using the French for,—one, the first, mid-day, 1-15, 3-45.

Drawing. (Paper must be cut to "Cambridge" size, and work done with brush and colour.)

- A & B 1. An illustration from *Henry V.*, with a title.
2. Two kinds of twigs in a vase.

Musical Appreciation.

What works of Debussy have you heard this term? Tell what you can about one of them.

Recitations.*

Father to choose a hymn, a poem, or a scene from *Henry V.*, and two passages from the Bible Lessons.

Reading.*

Father to choose an unseen passage, giving marks for enunciation.

Music.*

Examine in work done and report upon stage reached.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear on Report Form.

N.B. 1.—Examination to begin on Wednesday, March 21st, or April 4th. Papers to be posted on Wednesday, March 28, or April 11th, *with no other enclosures*.

2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the member does not appear.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.

5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools, e.g., papers from I A or B, II A or B.